Lorraine Vazquez

Wiki# 7

1. Cooter, R., Perkins, H. (2011). Much done, much yet to do. *The reading journal.* 64(8) 563-566.

This article talks about how teachers need to be better trained to work with ESL/ELL students. It provides with reasons of why it is important that all teachers even in the mainstream classrooms knows and has a basic understanding of how to work with this kind of student considering that there will always be students that might need this kind of support.

1. Paquette, K., Rieg, S., (2008). Using music to support the literacy development of young English language learners*. Early childhood education journal*. 36. 227-232.

This article is about how music can benefit how young ESL/ELL students learning and language acquisition. They say that it benefits everything from listening skills to writing. It talks about how it can change the environment of the classroom and creating an inviting environment where students can feel comfortable to express how they feel.

1. Morgan, M., (2008). More productive use of technology in the ESL/EFL classroom. *The internet TESL journal.* 14(7) Retrieved from:

<http://iteslj.org/Articles/Morgan-Technology.html>

This article discusses the many reasons why technology can be useful in the classroom and how it can be misused in the classroom. The author talks about how teachers need to learn how to provide the student with the necessary tools. It points out that having the latest technological tools does not always mean having the best tools. They also talk about how technology without a real objective is useless.

1. Lever-Duffy, J., McDonald, J., Mizell, A. (2003). Applying technology for effective instruction. *Teaching and learning with technology*. (6)2. 186-188.

On this chapter the author talks about the different types of software available for our students to use in the classroom. They talk about tutorial software that gives the student the opportunity to review some work they have already learned, drill-and-practice software that allows the student to reinforce a concept, and educational games that have the students work on previous skills while having fun in a different way.

1. Coulter, C., Faltis, C. (2008). Our theoretical stance on learning English in secondary school.*Teaching English learners and immigrant students in secondary schools*. (1) 28-29.

This chapter talks about Stephen Krashen and his monitor theory along with Jim Cummins language acquisition theory. It talks about the effects of the affective filter and how it can influence the way the child retains the second language. It explains how if a child is highly anxious about a situation it discourages them and affects the way they learn. As far as J. Cummins it discussed the BICS and CALP acquisition.